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VOLUME LXXI NO. 20 WELLESLEY, MASSACHUSETTS APRIL 25, 1975

Parlett's study of Wellesley considered for distribution

by Sharon Collins '77

Last year, the Educational Research and Development Committee commissioned Dr. Malcolm Parlett of the Division for Study and Research in Education at M.I.T. to carry out a study of certain aspects of the Wellesley College community.

According to a memo released by the Committee last year, "Dr. Parlett is an exponent of what is called the 'illuminative' method which uses some techniques analogous to those of the anthropologist and historian." He is interested in distinctive qualities rather than broad, general goals "purportedly applicable to a variety of educational institutions." Therefore, his research began with a period of 'acclimatization' during which he worked with members of the community to the end of defining the issues most appropriate to further inquiry. Also, "he is less interested in evaluating the institution, or telling it what it should do, than in producing a report which will assist it in its discussions and decisions. Those he observes are the main beneficiaries of his observations."

All of these statements referred to Parlett's original proposal of approach to studying Wellesley.

Parlett spent second semester of last academic year here at the college. He talked extensively with administrators, faculty members, and students. He attended classes, lectures, and many other campus events.

Over the summer, Parlett compiled his information and conclusions into a lengthy first-draft of the report, and, in September, the members of the Educational Research and Development Committee read and discussed the content and presentation of the report. The Committee made some suggestions for revision and sent the report back to Parlett.

Several weeks ago, Arthur Gold, Director of Educational Research and Development, received the final draft of the report. The Committee unanimously agreed that this second draft is a great improvement over the first draft of Parlett's report. There was also a majority concurrence that the report should be distributed in some form to the college community at large. The Committee discussed having the report duplicated in a fairly inexpensive form and making it available to any interested member of the community. Gold hopes that the report will be ready for dissemination by next fall.

The Committee noted that Parlett's report is a different kind of literature than that which would come out of the Wellesley College Public Relations Office. As well as acknowledging many of the assets of the College, it probes some of the problems which contribute to the "malaise" as Parlett quoted one student. Gold feels that the report articulates some of the things which people go around constantly complaining about. "Perhaps getting these pervasive complaints in print will somehow finalize them ... no one will feel original when complaining about these things ... then we can move on to a new phase of development."

Irene Monroe '77 is cheered on by fellow Wellesley students as she hits the half-way point of the Boston Marathon.

Bond to speak here Tuesday

Julian Bond, young Georgia State Senator who has announced his intention to run in the Democratic Presidential Primary for 1976, will speak at Wellesley College on Tuesday, April 29 at 7:30 p.m. in Alumnae Hall. The first black to be nominated for a Presidential ticket in 1968, Bond will discuss "The Constituency of the New Politics." His speech is open to the public, free of charge. Bond's visit to Wellesley is sponsored by the Black Studies Department, the Martin Luther King, Jr. Committee and the Ethos Community Relations Committee.

Born in Nashville, Tennessee in 1940, Bond became active in the civil rights movement in the South while attending Morehouse College in Atlanta. He helped found the Committee on Appeal for Human Rights (COAHR) and the Student Non-Violent Coordinating Committee (SNCC).

Bond was elected in 1965 to the Georgia House of Representatives, but was barred from taking his seat by legislators who objected to his statements on the war in Vietnam. Despite winning two special elections in 1966, he still did not take his seat until 1967 after a U.S. Supreme Court decision that the Georgia legislature had erred in refusing him his place. Bond eventually served four terms in the House and, in November of 1974, was elected to the State Senate.

He was co-chairperson of the Georgia Loyal National Democratic Delegation, an insurgent group, at the 1968 Democratic National Convention. The Loyal Democrats were successful in unseating the regular, handpicked Georgia delegation. Bond was nominated for Vice President, but withdrew his name from consideration because of his age.

Named to *Time* magazine's 200 Leaders List, his collected speeches have been published under the title "A Time to Speak, A Time to Act." He is Board Chairperson of the Southern Elections Fund, and President of the Southern Poverty Law Center.

Legal controversies cause end of graduate programs

by Mary Jo Ruben '77

The Wellesley College Board of Trustees voted on April 10, 1975 to discontinue the graduate programs in art history and biology.

The controversy is mainly a legal one. The Buckley Amendment prohibits discrimination in higher education. In Wellesley's case, this would mean discrimination against men. Ferguson, chairman of the art history department says, "We can't continue it unless we admit men. We are in violation of federal and state law." Agreeing to admit men would break the deed of grant Durant specified. The question could be taken to court with a request to set aside that clause in his will. An issue, though, is to assure that the undergraduate all-women status of Wellesley is not affected by such an effort.

The art history program was reinstituted in the fall of 1970. To date, twenty-five students have been accepted and entered. Masters degrees awarded through June, 1974 number four. This year, six or seven awards are anticipated. Former Wellesley students are not accepted into the program. The Administration and the department decided not to admit former Wellesley students because the graduate students' courses are 300 level courses and seminars. In their opinion, the experience would not be as enriching for a former Wellesley student.

In the sciences, graduate programs have been in existence for a long time. In the early '60's, there were approximately six in biology, six in chemistry, one or two in psychology. There was a physical education masters program that has died out. The Chemistry Institute for graduate studies ended several years ago.

In the biology department, five masters degrees will be awarded this year. Inquiries into the program have increased, with half coming from men. In the past, only one or two inquiries have come from men. In order to retain the program, compensatory measures would have had to be taken, and men enrolled. At present, a minimum of money is allowed to the program. Expansion would require more and present an economic problem. Prof. Coyne in the biology department feels that the program is not large enough as it is now to take away from the undergraduate program, but an increase could pose that threat. She says that student opinions she has heard have supported the graduate program. "These graduate students often prove to be valuable information sources for undergraduates," she said.

Ferguson discussed the need for graduate education in art history. In the Boston area, there have a program. Harvard takes about ten a year (reduced from twenty), Tufts takes two or three, and Boston U. takes five or six, and Wellesley takes three or four. Programs are being cut still more for economic reasons and because of the feeling that there is a glut of Ph.D. candidates in the field. Wellesley's program has functioned with the idea of opening positions for women. Ferguson commented upon the need for the program, and the excellent facilities, faculty, and resources Wellesley has for such a program. He expressed concern, though, that the graduate program can take time away from the undergraduates and be a costly enterprise in terms of faculty time and concentration. Prof. Anderson in the art history department also sees the program as potentially jeopardizing the undergraduate situation in a single sex college.

CABARET — May 2, 3, 4 at 8 p.m. in Jewett; open dress rehearsal, May 1, time to be announced.

American Studies under review

by Becky Harrington '76

This year students and faculty concerned with American Studies met regularly to discuss common interests and to develop a more cohesive American Studies program at Wellesley. The lack of administration support necessary to any substantial program shadowed skepticism on the program's future progress. This skepticism was added to by the fact that Harold Vanderpool, Asst. Prof. of Religion and present director of American Studies, is not returning to Wellesley next year.

The American Studies program presently has established an American Studies Club supported by SOFC funds, and also an American Studies lecture forum supported by funds from the Office of the Special Events Coordinator.

At its first meeting in September, the club set goals aimed at reducing the uncertainty and confusion that has plagued American Studies majors in the past. In response to the widespread complaint that information regarding American Studies at Wellesley is fragmented and uncoordinated, recommendations were made for more structure and guidance.

Officers of the club met early this semester with Alice Ilchman, Dean of the College, to discuss and present ideas aimed at strengthening the American Studies program. A core American Studies survey course and the question of directorship for the program next year received greatest priority.

Majors had hoped for a director who could continue Professor Vanderpool's work of coordinating a continuing forum of Americanist speakers at Wellesley, advising majors, giving supervision and cohesiveness to the program, and serving as a liaison between majors and faculty. At that time a new director had not been formally named. Also, the administration contemplated selecting an advisor rather than a director to head the program. As the directorship stands now, he or she will, like Prof. Vanderpool, be given no release time nor financial remuneration. This makes the directorship necessarily volunteer.

A comparison of the number of majors in each department and program, as listed in the Office of the Recorder, and the number of faculty members per department, as listed in the course catalogue, gives evidence of the interest in American Studies as a major.

Department	No. Fac.	No. Majs.
Black Studies	5	10
Rel. & Bib. Stds.	5	20
Physics	6	5
Music	7	22
Italian	3	5

Program (interdiscip.)	No. Majs.
Chinese Stds.	4
Asian Studies	4
East Asian Stds.	9
Urban Studies	6
American Studies	20

In a recent pre-major meeting a conservative estimate of 18 students responded that they plan to declare American Studies as their major.

Courses with an Americanist perspective have increased in each department in the few years at Wellesley. Extradepartmental

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Faculty and Student Assignments to Trustee Committees

The following is a list of Faculty and student members of Trustee Committees for 1975-1976:

Committee	Faculty	Student
Buildings and Grounds	Peter Fergusson Owen Stratton	Amy Reisen
Finance Committee	Edward Stettner	Ruthanne Mudway
Investment Committee	Janet Guernsey	Jaynie Miller
Nominating Committee	Ingrid Stadler Blythe Clinchy	Ramona Meadors Margaret Biggs
Plans and Resources	Helen Corsa	Diane Datcher Lynda Rose Amy Beren

Students dance with a touch of romance at Wellesley's Centennial Ball last Saturday night.

In Our Opinion

Guest editorial

Native Americans: the dying race at Wellesley

With the information reeently made available conceerning admissions for next year, I was appalled to diseover that no Native Americans were aecepted for the fall. Furthermore, Wellesley received not so much as a single application for admission from a Native American.

Wellesley presently has four Native American students in its student body of about 1900, two of whom are juniors, one a sophomore and one a freshwoman. For an institution that espouses an interest in attracting a diverse student body, it has apparently not included the Native American as one culture which can add signifieantly to the Wellesley experience.

At one point in time Wellesley circulated a pamphlet stating her interest and desire to reeruit more Native American students. There were then five students on eampus, two of whom have subsequently dropped out and one who graduated. It is remarkable to note that in the past 97 years Wellesley had its first Native American graduate in 1973.

In light of this information, I believe Wellesley's reeruitment proeedures should be reevaluated, especially where it conceerns admission of Native Americans. Wellesley is effectively exeluding qualified Native American women from this campus by failing to reach out to them. Dartmouth accepted 21 Native American students for next year. Why should Wellesley have difficulties in loeating prospective students when there are obviously a signifieant number of qualified students wishing to obtain an education? There are several student proposals eirculating conceerning reeruiting Native Americans. If the number of Native American applieations this year is a precedent for years to come, then I helieve that these proposals ought to be seriously considered. We are striving for more student input, and this is one area in which it is most needed. If Wellesley has adopted different priorities concerning Native American enrollment then I feel that it should let the Native American students and the college community know of any such change. I hope that this type of decision is not taken beeause I feel that Wellesley has something to offer Native American students and that they have something to offer Wellesley. For instanee, next year during registration proeedures when we're called upon to fill out the H.E.W. forms, Wellesley students will know the differenee between Native American and American citizens. If you are unaware of the ineident, registration proeedures eoncerning the filing of these forms were changed beeause students were classifying themselves as Native Americans and the total enrolled at Wellesley was put at 900.

At a Trustee dinner in the beginning of the year, I stated that we, as Native American students, were not here for Wellesley's first 100 years, but would be for the next 100. I'm sorry to say that for the class of 1979 this statement will not help.

by Michele Tinsley '77

News requests that letters be signed

News welcomes letters to the editor, hoping to make the paper an easily accessible forum for members of the community to express opinions, complaints, or kudos on any issue. The stipulation that letters for publication be signed is one of the few restrictions *News* places on letters.

It cannot be denied that the exclusion of anonymous letters may in some instances mean that an individual's opportunity for expression is curtailed. An individual's right to expression is an important one, but it cannot be pursued at the expense of the rights of other individuals. Particularly in instances in which the expression of an opinion affects or reflects upon others, it would seem that the individuals concerned have some sort of right to know the source of the opinion. On balance, *News* feels that those who wish to use the letters page to further their views ought to acknowledge their responsibility for their opinions.

Letters to the Editor

NOTE: The *Wellesley News* welcomes feedback from its readers on any issue and will print most letters it receives. The *News* reserves the right to shorten any letter due to space limitations and requires that all letters to be printed must be signed legibly, with the writer's affiliation to the College noted (e.g. student, faculty, etc.).

WBS seeks support to Continue campus communication

To the Editor:

There is something ironie about having to use the print media to save WBS but as usual we are up against rather formidable odds and, well, you do what you can.

Our problem: WBS must he ahle to demonstrate to Senate that it has enough student support to warrant their funding the considerable cost of running a station. It is going to cost about $10,000 a year. Hence their hesitation. But it is a price like all others here is what you get for it. Media, folks. Wellesley students taking to other Wellesley students. Wellesley faculty talking to Wellesley students. The College administration talking to the faculty and the students. All together now. What was the big word on campus this year? COMMUNICATION. WBS is immediate communication. It doesn't just come out on Friday. Its every day and it can be involved in everything that happens on campus. It can do publicity for all the other college organizations. It can provide music for dormitory dances, Schneider and spring weekend, not to mention entertainment for you on your own radio. It can provide more open forums such as the ones with the college government candidates, Tony Scott and Bill Martin, Mrs. Newell and Mary White.

I have to make the deadline for this media and therefore must stop. But if it is important to you that Wellesley is an interesting plaee to go to school than consider the implications of not funding an organization that could link the community together. A little money won't help. Senate has to make the commitment to this organization that it has made to others or watch the thing collapse. If it is important to the students, they can find a way to do it. But they need to know that you eare. Please make a point of nailing your senate rep. and getting her to act on your concerns. Alternatively, we could all transfer ...

by Melanie Ingalls '77

Library policy Questioned

To the Editor:

In attempting to obtain certain books for a final paper, I learned, with great dismay, the Library's policy on hooks held by faculty members. It is understandable why Clapp Library would not wish to reveal the names of faculty, to avoid pressure being exerted upon them to aequire the hook in question. But I think it highly inappropriate that a community library would refuse to notify the faculty member of the student's needs, or go so far as to refuse the student the right to look at the hook, though presently in the library on hold for a professor. Faculty members admit taking hooks they frequently don't use for a few weeks at a time, and due to library policy, are unaware of others need for them. Similarly, many faculty are tardy in returning the books when done with them.

Research hooks are at a premium; surely the students and faculty together could suggest to Clapp library an alternative and more equitable sharing proeedure. Finally, speaking as a frustrated

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WBS growth hinges on Senate funding

To the Editor:

I believe that WBS radio could prove to be the lubricant to make this campus run. It has already started, but the possibilities of what WBS *could* do are endless. For example: the present "Across the Great Divide" program could be expanded considerably to run every evening and include guest appearances of speakers sponsored by the various other groups on campus.

The classical music department could be expanded to include airing of tapes of student concerts; WBS is now broadcast in Schneider at TSIF and could be broadcast to the coffeehouse. WBS could sponsor parties with its vast collection of music, etc.

All of these thing which represent the growth of the school radio station hinge upon Senate's funding of WBS for operating costs *and* capital expenditures. If you want *your* radio station to survive and grow with and for the campus, please speak to your Senate rep now, and show your support. If you would like to know more about WBS, please call up at ext. 303 or 235-0640.

by Karen Horner '77

Trekker Clarifies issues

To the Editor:

In the interest of accuracy, I would like to correct two errors in the article "The Trouble With Trekkies ..." (NEWS, April 11, 1975.) First of all, there were only seventy-nine episodes of *Star Trek* filmed (counting the two pilots and taking the two part episode as one episode,) not eighty six as stated. Also, the name Trekkie is "not exactly precise." Those of us that appreciate the show for its content and quality prefer to be called "trekkers." This may seem like useless quibbling, but the word trekkie is very reminiscent of groupie, girls who faint at the sight of a pointed ear or such. There are those of us who would rather not he associated with such things.

by Patricia Gulda '76

Vocabulary of Lib movement: Annoying

To the Editor:

It is annoying to plow through the ludicrous vocabulary of the women's movement that appears in all kinds of printed form these days. But to find it appearing regularly in titles of panel discussions taking place in a school devoted not so much to propaganda as to education is disgusting. I am referring to the discussions which opened the Center for Research on Women.

It is boring to have to look up every third word in the dictionary to determine just how the feminists managed to concoct one of their more barbaric phrases. If only they would learn to speak English!

To be specific, what is *affirmative* action? How does one go about *credentialling* women's experience? I should also mention "viable" which as far as I'm concerned, should be restricted to discussions about fetuses.

by Alexandra Tuttle '76

Experimental play Termed: moving

To the Editor:

I think that the Experimental Theater production of "Jumping Off The Roof" is one of the most beautiful and touching performances I have seen. The combination of medias along with the intertwining of humor and drama creates a story from which anyone can find a meaning or draw a parallel to their own life.

There were three scenes that I found most moving. One was Mary Stuart White's reading of Robin Morgan's "Letter to a Sister Underground," a poem full of emotion, portrayed lovingly by Mary. Another was a scene called "Bittersweet" with Kathy Humphrey and Aina Allen, that illustrated the always opening and closing gap between mother and daughter. The third, and my favorite scene, was the dance with Crispin Birnbaum and Margaret McMahon, depicting the sisterhood and love between two women and between all women.

My thanks and congratulations to the entire company of "Jumping Off The Roof" and a special thanks to Mary and Crispin for their sensitive and talented direction. There was something in the play for everyone.

by Nancy Cassard '77

News editorial Called misleading

To the Editor:

The editorial, "Are Student Staffed Dorms Possible?" printed in last week's NEWS has caused considerable concern on our part.

We would like to correct a misconception, concerning the future of student-staffing at Wellesley, upon which the editorial was obviously based. NEWS apparently seemed to believe that student-staffing as a residence hall lifestyle is in some way planned to be "extended to the rest of the dorms." (quote, News article.)

This is absolutely erroneous. When Stone/Davis asked for permission to become student-staffed last year (spring 1974) it did so on the basis of a Stone/Davis vote, indicating overwhelming support for such a form of governance. Again this spring, a Stone/Davis ballot was taken, which again indicated overwhelming support for the continuation of the student-staffed status during the '75-'76 academic year. It was upon this basis solely that the Residence Office and College Administration supported student-staffing in Stone/Davis.

If student-staffing were to be proposed by any other of the Wellesley dormitories, it would certainly be considered by the Residence Office and College Administration only if that dormitory had a well-drawn proposal, backed by evidence of dormitory support for that proposal. There is in no sense a "plan" to extend student-staffing to other dorms (other than in the way abovementioned). It must be emphasized that the initiative for this would come from a body of students, and not from the Residence Office or any other College Administration Office.

We of Stone/Davis are certainly interested in welcoming to Stone/Davis those students who would like to participate in the student-staffed lifestyle. We are equally interested in the continuing existence of the alternative of Wellesley's other dormitories.

Christy Harms
Davis House President
Anne Barrett
Stone House President

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Concord: Revolution in Revolution

by Debra S. Knopman '75

Note: Last Saturday I joined in the bicentennial celebration at Concord. The following are collected impressions which grew out of that experience.

1. REVOLUTION *Amer. Hist.*

On the nineteenth of April in '75, a few British soldiers were killed by a small band of Minutemen at the Old North Bridge in Concord. In and of itself the event has limited meaning. But considering the pre-existing conditions and the subsequent events, the nineteenth of April has come to signify the quintessential "labor pain" of the American Revolution. Turning back the British at the bridge, the Minutemen (regardless of their awareness at the time,) acted out the meaning of our Revolution — the shakedown of British authority. Then came the alternative to colonial rule initiated by the Declaration, worked out in the Articles of Confederation, and consolidated in the Constitution and Bill of Rights — the superstructure of the American system.

2. REVOLUTION...*Astronomical*

From the energy and interaction of natural forces, the earth revolves around the sun with regular frequency — a year. In turn, our own lives revolve around the year — natural boundaries of past and future — counting out our age, our experiences and our history. They also instill a constancy and repetition, that history evades.

Concord, April 19, 1975, merged the two definitions of "revolution" into a single form — a celebration of a past event, given its meaning by two hundred years of our history. The coincidence of the day stimulated a re-enactment and re-thinking of the event. And with the flourish of costumes, speeches, and parades, the celebration became an event on its own terms — a connection between the past and present. How did the people who gathered in Concord relate to the past?

My Perspective

From a hundred feet away and through the blur of 9 A.M., I saw Gerald Ford step out of his Air Force helicopter. The small crowd standing by was just an appendage of the tens of thousands that awaited him at the Bridge. After shaking hands with the townspeople, Ford was quickly ushered into a black limousine. As my friend and I moved down Monument Street toward the battlefield, his entourage passed us by. Walking just a few yards from the road, we had a good look inside his car — Ford, Caroline Kennedy, and Ted Kennedy sat side by side. Ford's presence seemed to give the day an added importance. After all, as he reminded us in his speech, he is The President of fifty states and of 213 million Americans.

For the speech, Ford stood on a platform near Old North Bridge on the left bank of the Concord River. Most of the crowd was packed on the opposite side of the river. We were on the same side as Ford, standing behind and to the side of the platform. Nevertheless, our perspective was a revealing one. As we listened to the words, we observed their immediate impact in the way one views a narrated documentary.

The Speech

Ford spoke in the usual detached rhetoric, oblivious to the sentiments of his audience. His words had so little to do with the context of the situation that it was apparent how much his present perceptions had distorted his view of the past. Ford's interpretation of American history was hardly accepted, at least on that day. The people around us booed at every epithet: "This is a time not for recrimination but for reconciliation ... From militia of raw recruits, the American military stands in the front lines of the free world ... World leadership was thrust on us in the wake of World War II and we have assumed it. In accepting that role, the U.S. has assumed responsibility which it cannot and will not retreat. Free nations need the United States and we need free nations ... There is no government in our land without the consent of the governed ..."

They shouted back at him with such passion that it seemed, for an instant, that he would hear them and stop and say, "Why yes, I suppose you're right after all." He couldn't hear the young man screaming, "Stop the war!" or the woman holding a young child asking "What war?" or the children asking their parents why all those people were yelling and booing and hissing at the President.

Just as Nixon used Lincoln in his speeches to give credence to his own words, Ford noted: "Thomas Jefferson wrote of change in the light of American principles and he said, 'Nothing then is unchangeable but the inherent and unalienable rights of man.' Jefferson accepted change in the ordinary course of human events, but he rejected fundamental change in the principles of our republic."

Putting Jefferson on his side, Ford sought justification for his present actions. He came to Concord, not to venerate the past, but to use it. That was his connection to the day. The passage of time, had subverted the event and turned it into a tool of the present. In Ford's history, the American Revolution had paled to "natural" revolution, letting nature take its course, not challenging the established structure and laws.

The Parade

First came the Concord High School Marching Band, followed by Minutemen with fifes and drums, Schriners, Masons, Boy Scouts, Brownies, equestrians, military bands, old women, little girls — an endless flow of every conceivable size, shape and color of American. Foreigners, too, participated from Ireland, England, and Canada. They marched to old colonial rhythms or twirled batons to the tune of "Yankee Doodle." One after another, the groups moved by, toward some end, but still realizing that getting there was all the fun. Spectators laughed and applauded, drank beer and soda, oohed and aahed.

Occassional cars and trucks passed through the parade but there was an air of a pedestrian culture. People walked or rode bicycles everywhere. When we had set out early that morning, I felt like a pilgrim journeying to some sacred shrine. The people that filled the roads walked a quick pace with a real purpose — getting to the Bridge, seeing the President, listening to the speech, being in Concord on that particular day.

There was a genuine desire to relive a moment, create an atmosphere of Concord 1775, not to relate it to any part in the present, but instead to acknowledge and respect a piece of history as just that. Celebrating on that day lended authenticity to the spirit of remembering the event. The parade is a yearly occurrence. In that ritual is a rooted and constant quality. Even though the event has been glorified, it is left on its pinnacle where the present cannot tarnish it. In contrast, Ford took the *idea* of the American Revolution and gave it that same unchangeable quality.

Revolution in Revolution

Each year Concord celebrates the nineteenth of April. Each year the entire country celebrates the fourth of July. Each year the celebrations remind us of our past, a very specific past — the era of the turning over of authority, the change of government, the change in the relationship of people to State. Each year fastens the events more firmly in our minds. The events have become institutions in themselves, a curious predicament for an idea like "Revolution," the kind that means "alteration, change, mutation." (O.E.D.)

photo by Debra Knopman '75

Should the U.S. do more to solve world hunger?

by Beth Lambert '77, Abrigail Abraham '78 and Joan Darby '75

This year there has been increasing awareness of the gravity of the world food situation. The Wellesley intercollegiate debate society has spent this past academic year researching and debating the worth of the United States' food policies. On March 13 at 7:00 P.M. in Davis Lounge, the Hunger Action Committee sponsored four varsity debaters in an exhibition debate on U.S. food policies. The debate, a shortened version of intercollegiate competition debates, discussed the question, "Who controls U.S. food policy?" The affirmative resolved that the power of the Presidency to determine our policies should be curtailed in favor of Congressional control. They then presented a plan to accomplish this. The negative maintained that Presidential control should remain intact. Their position was the present programs are the best option open to us, and they contended that the affirmative solution could be disastrous. The following is an elaboration of the two conflicting positions.

Affirmative

One year ago, the Director of the U.N.'s Food and Agriculture Organization, Dr. A. Boerma, said that the world had become dangerously dependent on current harvests, and therefore on the weather. Cereal stocks were at the lowest levels in twenty years. In recognizing this problem, the affirmative team elucidated the complications of this situation. Of the 91 developing countries, 61 currently show a deficit in food supplies. For example, India alone needs 8 to 10 million tons of food this year from outside sources or else as many as 30 million people might starve. It is a clear fact that in light of this situation starvation threatens the world. The picture of starvation as we all know is not pleasant, but we must face the fact that for an estimated 700 million people hunger is commonplace and the prospect of an agonizing death by starvation is a grim fact of life. They live in India, Bangladesh, Pakistan, and parts of Latin and Central America. Many live in the drought stricken regions of Africa. Others live in the overpopulated small countries of Asia. We often do not realize the unfavorable position in which this places our own country; there is a very real chance that the poor might resort to war to gain food.

Due to food shortages, from droughts and lack of funds for development, the poor countries themselves cannot solve their food deficits. The price of grain has been bid up far beyond the reach of the less-developed countries. This is further complicated by the rising cost of energy. Shamsher Singh, chief of the commodity division of the World Bank declares: "The poor have had their energy bill raised by $10 million last year. Their minimum imported food bill equals that unobtainable sum. Obviously, their situation is untenable even in the short run." The hungry nations, therefore, need to be dependent on some form of charity, and as yet it is not forthcoming.

America is capable of creating an alternative to global starvation. As the Wall Street Journal of November fourth reminds us: "When it comes to food aid, the U.S. has more cereals available for export than the rest of the world combined." However, possibilities for a solution to food problems are foreclosed by Presidential choices. When World War II ended, Washington embarked on an unusual and far reaching program to feed millions of hungry people overseas, most of whom paid little or nothing for the basic foodstuffs they received. Now, with even greater numbers in desperate need of food, Washington is quietly winding down its so-called "Food-for-Peace" programs. The quantities of cereal allocated to the program dropped to the lowest level since the start of the plan in 1954. For millions of poor who depended on American food giveaways, the events of 1972-1973 mean more than an economic disaster — their very lives are at stake. Executive distribution of food aid is designed more for political than humanitarian objectives. Senator McGovern complains: "U.S. food aid over the past several years has not only been shrinking but in the struggle over short supplies political concerns have received a high priority. More than half of last year's Food for Peace shipments went to such states as South Vietnam and Cambodia which aren't necessarily the hungrest." **The Washington Post** reports that the world's hungriest will *not* receive priority consideration under executive control of our food policies, the problem cannot be solved by patchwork solutions. A major change in policy is the most efficient and only workable solution. To solve the problem of distribution a board should be established to divert the grain to humanitarian international relief organizations.

All the complexities of international development pale before the stark, clear fact that the people in the hungry nations must eat before they can develop.

Opponents to this type of program raise the specter of a Malthusian dilemma. They overlook the fact that the poor want birth control. Robert McNamara, former president of the World Bank, explains that the only reason the poor have many children today is because life expectancy is so low. They want to have children that will care for them in old age. As soon as they are assured that one child will live, they stop having children. He in-

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Negative

Although starvation has not been entirely eliminated yet, the United States' Administration and Congress are doing all that can reasonably be expected of them. Furthermore, coordinated international effort to relieve starvation would be more desirable than a unilateral one. Consider then, the efforts the world community is making, and the results of these efforts.

World starvation is no longer a haunting spectre as many nations have pledged, and are shipping — aid. Canada, for example, pledged a million tons of grain per year for three years. Australia pledged 550,000 to 600,000 tons per year. The U.S. increased food aid to 5.5 million tons this year. These are but three nations' commitments. Another form of aid the lower developed countries (LDCs) are receiving is economic aid. The World Bank, the UN, and the OPEC nations are all providing substantial monetary assistance with an eye to increasing the aid. So, the LDCs are being given money so they can compete in the open grain market. If their money proves insufficient, they get free food. The result of this increasing international effort is a continuing minimization of starvation. According to the New York Times in early February of this year, India and Bangladesh have all but 500,000 tons of their grain deficit already filled. Pakistan has been supplied with at least one million tons of the 1.2 million it needed. The countries with the most serious need in November of last year have been completely taken care of.

A common criticism of the Administration food policies is that they concentrate on feeding livestock or on shipping grain to politically valuable nations. On closer examination, these arguments are untrue. Consider first that the U.S. has been pressuring other nations — our traditional customers — to find food elsewhere or cut back on their feedlots. The USDA changed the marbling requirements on the beef so "poorer" quality meat could be graded higher. Voluntarily, Americans are reducing their meat consumption. The decline in 1973 of seven pounds per capita freed approximately 700,000 tons of grain. Farmers are moving to corn stalks to feed their animals because grain-feeding is no longer feasible. All these policies result in increased grain shipments to the LDCs.

Finally, consider the distribution of grain. It is most important to remember that, although food may be politically distributed, it still relieves hunger where it goes. The *need* in South Vietnam may not be as great in terms of the number of people starving, but the food feeds as many people in South Vietnam as it would have in India. In addition, Congress recently imposed restrictions on the distribution of food aid. Of the free food we ship, 70% must go to countries on the UN's most needy list. Political distribution is being phased out.

Although the world's ills have not yet been totally eliminated,

Any drastic change in U.S. policy might upset the equilibrium of a delicate balance of increasing international cooperation to relieve starvation.

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Regardless of the need for a change in present U.S. food policy, the issue of whether or not the affirmative offers the correct policy change should be considered. There are objections of two kinds to the adoption of this specific affirmative proposal. On the one hand the plan may be unable to achieve its goal and hence is of no value. On the other hand, the plan may bring about severe and overriding disadvantages which should bar its adoption.

There is one formidable block in meeting the goal of actually feeding the world's starving. Developing countries are sorely lacking in methods for the distribution of grain sent as aid. Transportation networks do not as yet exist; in fact, there are regions of Africa into which landrovers must be airlifted. A major difficulty of relief efforts during the Sahel drought was the lack of a means of reaching the needy. The New York Times reported in February that ports in India had reached a saturation point and could not handle a heavier flow of grain. This problem is not unique to our present policies; it is one that new food assistance programs will be hard put to overcome.

A massive feeding program will speed the world to the brink of Malthusian disaster as population growth exceeds the growth in food supplies. Already the population growth rates are much higher in the underdeveloped nations. Food aid would only add to the problem by creating two effects: healthier mothers will produce more children and both healthier children and adults will live longer. Thus population will grow even faster due to an increasing birth rate and a decreasing death rate. Eventually population growth will outpace our limited food supplies. Because this plan has created an even larger population, starvation in the future will be worse.

Developing countries are unlikely to begin efforts to control their population growth. At the World Population Conference, many such countries proclaimed birth control programs to be a plot by imperialist nations of the world. In addition, many individuals in these countries will not accept birth control due to religious and cultural beliefs. But even if there were a desire to adopt such efforts at population control, the LDCs lack the infrastructure to create a good delivery system for the medical care involved. It must be noted that not one of these countries has yet had any success in controlling population growth.

The effects on the American domestic scene can be considered just as severe. Any government intervention into the grain markets would cause food inflation. A large increase in demand for grain would take place under this proposal with no compensating decrease in supply. Food price increases are mainly responsible for increases in the consumer price index. In 1972, food prices increased four times as much as non-food components of the CPI. Such inflation would hit the poor the hardest, who are struggling to maintain adequate diets. Thus a program to feed the hungry abroad would result in more hungry citizens of the U.S."

Finally, this affirmative plan would result in tyranny in the U.S. It is widely known that Americans enjoy meat, and more especially marbled (fatty) meat. This is an entrenched habit which is not likely to be given up easily. The proposed solution to the world food crisis is to take grain now fed to cattle and send it abroad. Many Americans would have to give up meat since there is not enough grazing land. Hence this plan imposes a new way of life

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An Interview with: Pam Chin

by Catherine Leslie '78

"People just give them to me," said Pam Chin with amusement. She was referring to her collection of teddy bears, in all shapes, sizes and materials. And Pam's friendliness and good natured smile testify to the reasons for the gifts. Pam, an honors Astrophysics major, is the type of warm person for whom teddy bears are a perfect symbol.

The words of a frumpy-looking bear on a wall poster, "I didn't get a bit of sleep all winter," are very appropriate to Pam this year. Her 370 thesis on radial velocity determinations of spectroscopic binaries required her to take 105 stellar spectra last fall and winter. "I stayed up until three in the morning when it was ten degrees outside to take my spectra. I have bruises from falling off the ladders," she laughed to retract and then sat up intently to speak in earnest. "But I have more spectra for those stars than *anyone* has ever used in velocity studies."

Pam's fascination with astronomy is apparent, but her enthusiasm is expressed in many areas. Next year she will be going to one of five business schools she is considering.

Why business school for an astrophysics major? "I'm not interested in traditional teaching, or research up in the hills. I'd like to work for a corporation or institution such as Goddard or NASA. Going to business school is a reality thing. The job market in astronomy is unbelievably disappointing. After business school I might still go back to astronomy. But I can come in at a different angle this way."

Rarely serious for too long, Pam likes to talk about her impressions of the business world. "It really is a stuffy sort of field. People have images of businessmen being, well, indeed 'businesslike.' They really are like that. I think they need some new blood!"

For Pam to be "stuffy" is hard to imagine, for she doesn't like the usual, limited aspects of any profession. "I know I'm not interested in traditional management, finance, systems, or banking. I want to go into general science management so I can do almost *anything*."

Pam's desire not to confine her numerous interests in too narrow a profession is merged with a true sense of purpose for her future. "Science companies have two groups of people, managers and scientists, working together. Individually, they both know what they are doing. I admire that. But there is a gap between them. I'd like to bridge that gap."

Pam Chin says, "Science companies have two groups of people, managers and scientists, working together. Individually, they both know what they are doing. I admire that. But there is a gap between them. I'd like to bridge that gap."

photo by Sasha Norkin '75

Into this goal and into everything she does, Pam brings determination and spirit. For two years she has been a special reporter for the *News*, specializing in interviews. "It started in the fall of my junior year. Someone suggested I ask Bobby Riggs, who was in town, for an interview. I just called, and I got one."

Her interest in others is proved in her enthusiastic pursuit of another feature interview. "The interview with Sha na na before their concert seemed at first to be impossible to do. The problem was not knowing who to ask beforehand for the OK. I called the stage people, the promoters, even the record company. I finally contacted the Boston distributor and got the interview."

Pam liked the group, although she is not really a nostalgia fan. Actually, she is a confirmed trekkie. After watching his old movies during vacation, however, she likes Fred Astaire. "No one can dance like him today. Has class gone out of style," she asks with a sigh. "It is odd how people are picking up the past, not just in clothes or music but in thoughts. I can understand why people remember, but they tend to forget the bad."

Was there anything she would like to forget about Wellesley? "No. I'm very glad I came here. It is true when they say that at a coed school the guys run the show. Here girls can find that they can and want to participate. We will have the chance to do whatever we like, because that is what we will be used to. It will be challenging."

Any advice for underclasswomen at Wellesley? "Take Astronomy 103. If you don't like it, it is because you don't work at it. It is fascinating." Her voice takes on a higher lilt. "Astronomers, the faculty, are so enthusiastic with the students, with what they are teaching!"

She is modest about her success at Wellesley, and admits she was "amazed" at being named Phi Beta Kappa. "I'd like to know who nominated me."

"I've never cared about grades," she says with sincere seriousness. "I did well for *myself*. I don't care —" stressing the last part of her sentence, "as long as I learn what I am doing."

Pam fuses a realistic view of herself and the future with an infectious optimism about her own and other's potential. "I've stayed in Bates for all four years. Everyone around me has moved, but I've been able to get to know so many people!"

Continuing Education students find Cooking and studying don't mix

by Diane Planer, '78

Tony Norton studies art, history, English, and American history at Wellesley College in between seeing her two children off to school, working for Boston's Bicentennial program, and compiling historical research for Trinity Church in Boston.

Margaret Motley commutes from Concord three days a week to "parlez-francais," participate in a seminar on prophecy, and work with Wellesley's Christian Fellowship group.

Like Norton and Motley, 93 other women are currently pursuing their B.A. degree in the continuing education program at Wellesley. 34 are post-B.A.'s. Affectionately dubbed "CE's," they hail from a variety of geographic areas: Pittsfield, Ipswich, Jamaica Plains, Duxbury, Cambridge, Walpole, and even Greenwich, Connecticut.

Wellesley's "CE's" reflect the growing trend among adult women to continue their education in some form, be it in earning a degree, prepping for a career, or simply studying for sheer enlightenment.

Begun in 1970, the program has expanded quickly. In just five years, enrollment jumped from 26 to the present total of 129. Wellesley's program is not the largest in the Boston vicinity, but it is unique in that classes are held during the day, rather than at night.

More and more women, (and men too), now aware of Wellesley's program, are submitting their applications to a subcommittee of the Board of Admission, in hopes of returning to higher education. The age limit is 25 years and older, and the majority of those accepted are married with children.

Last June, the Alumnae Association voted to designate continuing education students as Wellesley alumnae. According to CE Administrative Assistant Rosemary Hutcheson, the CE's by no means receive a "watered-down" degree.

Both Norton and Motley are anticipating the day when they will receive their Wellesley diplomas.

Norton left Wellesley the end of her sophomore year to marry.

"There was an aimlessness then," she recalls. "I never thought of a career."

Now back again, she plans to complete her B.S. after next year.

"Experience stands for something," she notes. "But it can be an awkward situation when you're older than most of the others in the class."

But with a 17 year old son, Norton feels she can relate to young undergraduates.

"I'm certainly not competing with them," she states. "It's the CE students who compete with each other, since we're more aware of what's waiting for us out there in the job market."

Norton realized last year that having a B.A. degree might, for one, boost her salary. A professional for 4 years, she's combining work with academe. Now she longs for the "uninterrupted luxury of studying."

An art history major, she is combining her study of American art with her position as archivist of Trinity Church. Also, she is writing a paper for American history which she might incorporate into a bicentennial booklet.

Originally, she wanted to "keep undercover" so students "wouldn't expect too much of her."

Now her family can't expect too much either. Norton's home life revolves around her Wednesday-Friday classes. Her schedule seems more apt for an army regime. Wake up at 6:30, make breakfast, study, lunch, study, and so forth.

On class days, she takes the first MIT bus out in the morning, and stays out late Wednesday nights, which leaves her husband in full charge to cook dinner, et al.

Norton reports "this is very good for the family, my kids think it's a riot."

"Wellesley is stimulating," she adds. "I don't even mind making idiotic statements in my poetry class."

"But you know, I'm horrified I'm actually back," she exclaims.

Motley is equally "horrified."

"I can still pass an exam," she shouted, all the while looking skeptical. This is fascinating to me. I just wish I could swing more than 2 courses."

Recently, Motley felt a pressing need to get her degree. Like Norton, she had left college (Radcliffe) her sophomore year to marry. She enrolled here since "CE's" are not isolated from younger undergraduates. She welcomes this chance to mix with other students.

"I'm interested in people, and helping people," she declares.

Initially, Motley reveals she arrived full of doubts and insecurities. Her work with the Wellesley Christian Fellowship has served as a foundation to branch out from.

She says she has developed many friendships with students, and especially enjoys sharing study tips with them. Motley was surprised to discover she is treated in class just like any other Wellesley student.

However, though she "feels a part of the community," Motley believes that an unstated separation exists between herself and younger undergraduates.

"After all, I have another life," she points out.

Her other life has undergone many changes, though not drastic ones. For example, Motley plays tennis less, gardens less, and fishes less. Like Norton, and undoubtedly most "CE's," Motley quickly learned that cooking dinner and typing term papers don't go hand in hand. Now when she babysits for her grandson, she brings along the textbooks.

"The question is how to focus, especially if you're a plugger. How do you girls manage?" she asks.

According to Motley, she's such a "basket case," at night all she wants to do is talk. She enjoys sharing her Wellesley experience with her husband, friends, and students here. Her four children are all away from home, but she keeps them posted.

Motley's love of learning is contagious. A Bible major, she hopes to pursue a career as a pastor counselor. But she's not overly preoccupied with planning for the future. Her philosophy of education might be appraised as "learning for learning's sake."

"College is a good discipline for life, and it's not apart from real life," she states. "We can't lose sight of this. Why not take advantage of every moment we can?"

Simpson Infirmary purpose: to care for "Young ladies fatigued by overstudy"

by Sandy Peddie '76

"We'll have no lame ducks at Wellesley College. We'll feed the girls so well, and take such good care of them in every way that nobody will ever get sick," Henry Durant once said.

Despite the optimism of Wellesley's founder, students did get sick. In fact, two weeks after the opening of the college, a flu epidemic struck — a familiar story at Wellesley.

To handle this and other health problems, a small area in the back of College Hall was set aside. However, the din of clattering dishes and students bustling to class hardly seemed conducive to relaxation and recovery.

So, in 1881 Simpson Cottage was built. It was to be "a home for young ladies who may be fatigued by overstudy and require more rest than they can obtain in other buildings." Simpson Cottage served Wellesley College's needs until 1942, when a 29-bed hospital and clinic were added.

Today, that complex, which is called Simpson Infirmary, has an additional 17-bed "penthouse" to handle overflow or epidemics. A white-walled, carpeted waiting-room, with soft music emanating from an Hitachi stereo, greets those "young ladies who may be fatigued by overstudy."

The infirmary staff consists of four physicians, two of whom are part-time: three part-time psychiatrists; and one part-time gynecologist. All three psychiatrists have private practices. A doctor is on call 24 hours a day, and a registered nurse is on duty 24 hours a day.

Referrals are made to physicians or hospitals in the local area or in Boston, if necessary. Leonard Morris Hospital in Natick and Newton-Wellesley Hospital handle much of the necessary x-ray and lab work.

Dr. Thomas Keighley, Director of Medical Services, joined Simpson's staff seven years ago. He enjoys his work. Smiling broadly and settling comfortably into his chair, he explained why.

"The choice of coming here was a frightening one because financially it was not a good decision, and at that time people tended to mistrust doctors in infirmaries. But the burden of general practice was so great that I had to escape."

He finds college students "a delight to take care of" because "they are healthy, get better quicker, and have no facade."

In his opinion, students use college health services much more readily than they did five to ten years ago. Jumping up abruptly from his chair to dig for figures that might be helpful to the interviewer, he added, "Most girls saw the doctor at the end of their mother's hand until they came to college. That has changed."

The infirmary receives 11,000 to 12,000 out-patient visits a year. Two to three in-patients are admitted daily, making the total number of in-patient days reach nearly 1,600. In spite of the fact that few students remained on campus during January, Simpson's busiest month, the total number of visits has risen this year.

Dr. Keighley attributed part of this increased willingness to use the college health service to the "consciousness of contraception." Many visits involve information and requests for contraceptives, although no exact figures are available. Tranquilizers are dispensed with some frequency, although again, no exact figures are available.

Another reason for the increased use of college health services, Dr. Keighley feels, is the greater pressure resulting from greater goal-orientation. He has observed some differences in the types of students who utilize Simpson, noting that science majors tend to come in less often.

Emergency psychiatric care is available at all times, and confidentiality is guaranteed. "The art of medicine is head-to-head. We do a lot of counseling on our own as physicians," Dr. Keighley said.

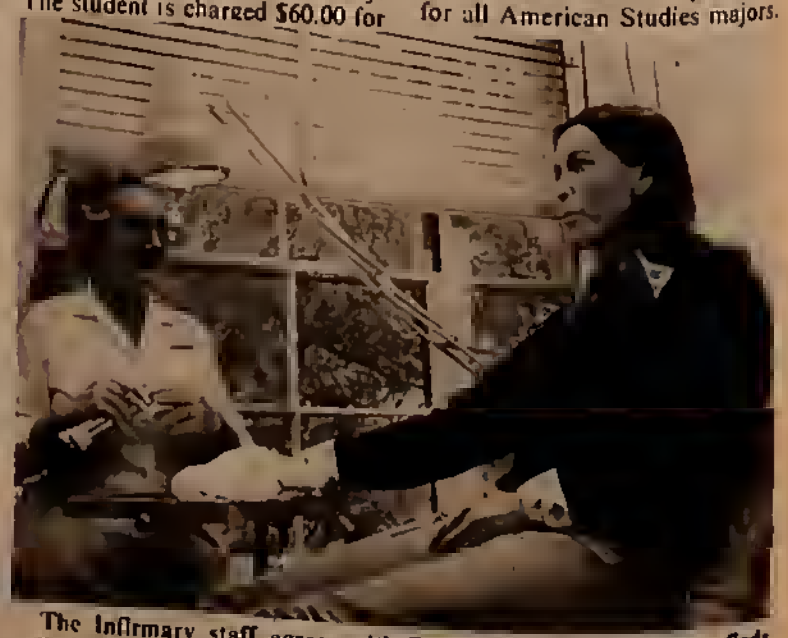
Since no student health fee is charged, the annual operating deficit is made up from general college funds. Approximately $120,000 is budgeted for in-patient care and $180,000 for out-patient care.

Charges are made to the student for services which are usually covered by insurance. Over 90% of the student body has some form of health insurance.

The cost to the college of maintaining a room is $89.00 per day. The student is charged $60.00 for the room on the first day and $10.00 each day thereafter. Again, in most cases, insurance covers this cost.

Each doctor is covered by his or her own malpractice insurance. According to Joseph Kiebala, Vice President of Business Affairs, there has been "an intensity of legal action all over the country with respect to medical services." The number of malpractice suits and awards have increased, but there has never been a malpractice suit against Simpson, to Mr. Kiebala's knowledge.

Simpson is subject to annual review by the state and biennial review from Blue Cross and Blue Shield.



The Infirmary staff agrees with Dr. Thomas Keighley, who finds college students "a delight to take care of" because "they are healthy, get better quicker, and have no facade." photo by Sasha Norkin '75

American Studies

Continued from page 1

335, a seminar on American Studies, for example, has been created and is now a requirement for all American Studies majors.

'77 Parents' Weekend

Schedule of Events

Friday, April 25

4:00-5:30 p.m.	Afternoon Reception, President Newell's lawn
4:30 p.m.	Agamemnon, Greek play, Hay Amphitheater, (also Sat)
7:30 p.m.	Arms and the Man, Alumnae Hall (also Sat. nite)
9:00-11:00 p.m.	Happy Hour featuring the Gesang Verein Lyra German Band, Schneider Center

Saturday, April 26

9:00 a.m.	Hoop-rolling
9:30 a.m.	Tree Dedication
10:00-12:00	Parent-Faculty-Student Discussion and Reception, Schneider Center
12:00 NOON	Box-lunch Picnic, President Newell's lawn
Afternoon	Kite-flying, volleyball, frisbee, tennis, golf
2:30 p.m.	Ethos-Black Faculty Open House
3:00 p.m.	Class Crew Races on Lake Waban
	Winter Term film, Coffeehouse in Schneider
4:00 p.m.	Facilities available for sailing and canoeing
	Happy Hour sponsored by the Parents' Committee, College Club
	Agamemnon, Greek play, Hay Amphitheater
7:30 p.m.	Arms and the Man, Alumnae Hall
10:00 p.m.	Dance, Alumnae Hall Ballroom

Sunday, April 27

9:30 a.m.	Mass in Davis Lounge, followed by a continental breakfast in Schneider, Newman Club
11:00 a.m.	Chapel Service in Houghton Memorial Chapel, Rev. Susan Andrews, acting Chaplain of Wellesley College
10:00 a.m.	Mezcla hosts an Open House with coffee and donuts in Gray House
1:30 p.m.	Carillon Concert
2:00 p.m.	Madrigals Concert under Jewett
8:00 p.m.	Chamber Music Concert, Jewett

Click: Photography Redux

Robert Frank

by Ann Hedreen '78

From the moment one entered the overflowing auditorium, it was obvious that Robert Frank's presentation, fourth in the series on Photography within the Humanities, would not be a typically quiet, scholarly, Wellesley College lecture. And typical it certainly was not — from his revealing film of the Rolling Stones through the candid, sometimes uncouth assertions of his non-lecture.

The evening began, after several minutes of technical delay, with the last reel of Frank's film of the Rolling Stones, which apparently has never been publicly released. It seemed like a home movie, completely unstaged, or perhaps a newsreel, a graphic "expose" of rock stars behind-the-scenes: the Stones, shooting up, the Stones, ordering room service, the Stones, fighting the crowds, the Stones, in concert. The movie made them seem like cheap, shallow idols, not artists, which is perhaps why they objected to its being released.

After the film, Frank casually mounted the podium and began his "lecture" by announcing that he had no notes, didn't like giving lectures anyway but did it for the money, and did we have any questions? The lively, mostly college-age audience, packed into every available inch of Jewett Auditorium, responded with a variety of questions that indicated opinions of Robert Frank ranging from disgust to sincere admiration. Throughout the evening, a thin stream of offended audience members trickled out of the auditorium, though it remained nearly full until the program's end.

A sampling of Frank's comments about himself and his work:

"I absolutely won't tell you what I want to do. Why should I?"

"Maybe I'm lucky, or just stubborn, but I've always had things my own way."

"When I make films, I am in the middle of what is going on. I try to be consumed."

"An artist must be enraged ... (later) As you get older, you aren't that furious anymore."

A few remarks about working with the Stones:

"Never again will I have anything to do with people who have so much power."

"Jagger was always in control, at every moment."

"Jagger liked me because I didn't care about rock and roll."

Robert Frank was mainly a still photographer earlier in his career, but has now turned to filmmaking and rejected still photography altogether. A few members of the audience frankly remarked that they thought his still photography superior, that his films lacked a "close relationship to his craft." Frank, however, seemed oblivious to criticism, repeatedly admitting to the audience that he didn't care what people thought of his art, he must have it his own way.

The crowded auditorium, the rude and occasionally informative comments, and the pointed audience questions, all added up to an interesting, though atypical, "lecture" — as one audience member aptly remarked to the person sitting next to him, "This is like a surrealistic dream."

Frederick Wiseman

by Betsy Sherman '78

Frederick Wiseman spoke at Jewett Auditorium on April 15. Wiseman, a lawyer turned filmmaker, has, with eight films, including "Titicut Follies," "Hospital," "High School," and most recently "Primates," brought a uniquely human touch to the field of documentary filmmaking. With this same warmth and spontaneity, he talked about his work.

Wiseman was uneasy about being labelled a maker of "objective documentaries." Objectivity, he contended is impossible, defining his purpose as an attempt to show "one person's version of reality."

Over the past eight years, Wiseman has been doing what he "loosley defines as an institutional series," that is, taking institutions which have been defined as "good" by society, such as Bridgewater Institution for the Criminally Insane, a middle-class Philadelphia high school, and the Kansas City police force, and exploring their power structures through filming their day-to-day existence. "The theme that unifies the films," he explained, "is the individual's relation to authority."

Wiseman described the process he goes through making one of his institutional documentaries.

After he gets permission from the various bureaucrats to shoot the film, he spends a few days at the institution to "get a sense of the place." He does no factual research beforehand, using the period of shooting, usually a month, as an educational experience.

The time spent filming (shooting in 16mm, with hand-held equipment) is a small fraction of the time Wiseman spends just serving the everyday machinations of the institution.

It is the editing, a process which takes from four months to one year and reduces the fifty hours of film shot to an 80-90 minute final print, where the film really begins to emerge. Though the action filmed is all real, not staged, the structuring of a documentary is very much like that of a fiction film, certain "characters" emerging and dramatic patterns forming.

Since there is no voice-over narration in his films, Wiseman's point of view is "stated structurally," through the choice and juxtaposition of scenes.

When asked if he regards his films as a medium for social change, he replied no, citing the minimal impact his film expose, "Titicut Follies" had on changing conditions at Bridgewater. Now he sees his films as documents of an experience, hopefully to be used as references for those who want to effect social change.

Commenting on the film scene today, Wiseman had reservations about the film school boom, and the growing number of students who have mastered the technique of filmmaking only to show they essentially have nothing to say. Financially, "the independent filmmaker is constantly being cheated by distributors."

But basically he was optimistic because, as he said there is money available from such funds as the National Endowments for the Arts and Humanities.

Documentary filmmaker Frederick Wiseman.

photo by Sasha Norkin '75

John Szarkowski

by Mary Slabey '78

John Szarkowski, curator of photography at the Museum of Modern Art, spoke to a large and attentive audience in Jewett Auditorium on Wednesday, April 16. He is the author of several books, including *Looking at Photographs* and *From the Picture Press*. During his presentation, Szarkowski showed slides of photographs by Atget and Bill Dane, as well as news photographs.

His introductory remarks were intent on defining what photography is. Comparing photography to painting, Szarkowski stated that "photography has changed our understanding of the pictorial subject." Subject turns out to be the most important facet of photography as evidenced by Szarkowski's definition.

"Photography is a system of picture making in which subject and form are identical and indistinguishable ... The subject and picture are beyond argument, the same thing." Following from this definition, Szarkowski said, "The function of a photographer is to decide what his subject is."

In deciding on a subject, the photographer must make gross choices about where he will work and what he will photograph, and subtler choices about what lights to use, as well as similar considerations.

Szarkowski was asked whether photography is art, and answered, "That is not the most useful or interesting question, but yes, of course it is."

Moving into the slide presentation, Szarkowski said that one could "define what subject is by what it is not ... news photography is not news." He feels that news photographs are ambiguous; captions are needed to identify the situation. An interesting experiment, he felt, would be to publish news photographs one year after their original publication with different captions. "Not many people would notice."

After the news photographs, Szarkowski showed slides of pictures taken by Atget. Included in this group was a series of pictures of the same tree taken at different times, showing the differences in subject. Finally, Szarkowski presented some slides of postcards made by an American photographer, Bill Dane.

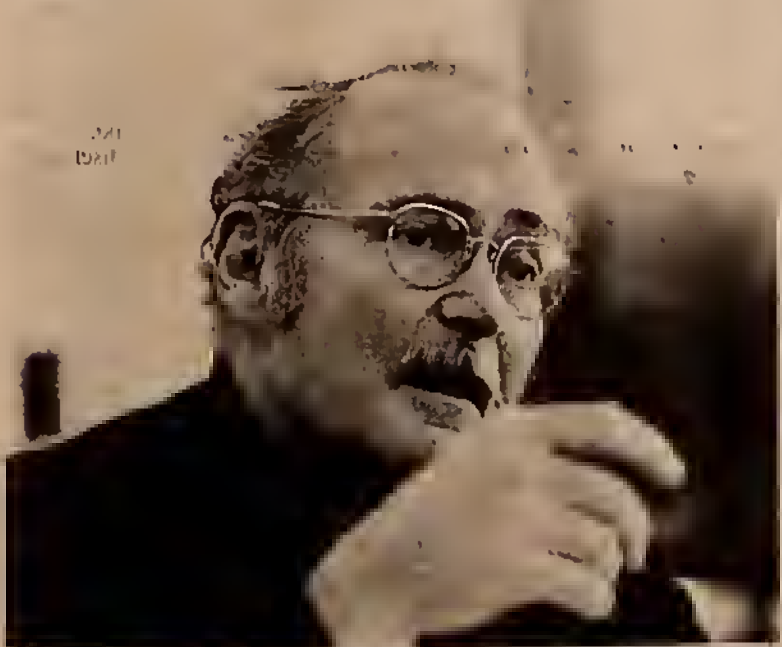


Photo essayist, W. Eugene Smith.

photo by Sasha Norkin '75

Susan Sontag

by Cynthia Feign '78

Susan Sontag made it clear at the beginning of her presentation that she is not a photographer or a critic of photography. Sontag defined herself as a writer and film maker. However, Sontag has written four essays, published in the New York Review of Books, that deal with the problems raised by photography.

According to Sontag, the well-known debate over whether photography is an art form or not is somewhat phoney because, "Photography is one of the humanities ... it is very widely accepted as an art form. There is a problem about photography ... it isn't an art like painting ... Photography is not so much an art as a media-art which reproduces other forms of art. We know most works of art through reproductions ... Photography takes the whole world as a subject, it canabalizes all art forms."

Sontag also pointed out the difference between the art of writing and photography. To a photographer the world is a series of events to be photographed, there is an unlimited amount of photographs to take; there is not an unlimited amount of things for a writer to write about.

She went on to discuss the use of photography in America. She believes the camera has become part of our sensibility. Americans take pictures of important, worthwhile and valuable events. "To take a picture is to say among other things that this is worth photographing." Sontag does not take pictures because she says she, "sees photographically."

In her discussion of image versus reality Sontag pointed out that the understanding of a new kind of balance between image and reality started being voiced at the same time the camera was developed. Sontag asserted that the photographed image has achieved a kind of ascendancy, using as an example the impact of still photographs of Vietnamese war victims as opposed to film clips of the same subject.

Sontag believes that the problems raised by photography are moral and aesthetic issues. "If photography has a place in the humanities, it might well have a central place because it is not only an art but a place where all kinds of sociological and moral issues can be raised."

W. Eugene Smith

by Emily Yoffe '77

W. Eugene Smith, who spoke at the photography symposium April 18, is the pioneer and foremost practitioner of the "picture story."

Much of the work he did at Life magazine have become classics: the Spanish Civil War documentation, the life of a midwife, and that of a country doctor. He is also responsible for taking in 1955 a photograph of his son and daughter walking into a halo like opening in the woods. "I've had 15,000 requests for that photo," he said, "and not a week goes by in which I don't get 3 or 4 letters asking for it."

His most recent assignment which has resulted in a book, sent him to a town in Japan, Minamata, where he documented the effects of mercury poisoning on the citizens. If there is any question as to whether or not photography is an art, these searing and profoundly moving photographs settle the dispute.

While in Japan the firm responsible for the poisoning sent out some goons to get Smith. "Their final action," he recalled at an afternoon seminar, "was to lift me by the feet and pound my head into the pavement." He spent a year after the attack in excruciating pain and nearly blind.

When someone remarked on his bravery at staying to complete the assignment he remarked, "I don't feel all that dedicated. I hope in some way my injury helped the patients, but I don't like to get hurt, I assure you."

Smith feels that the photo essay is related more to a stage play than a movie. "There is a similar limitation on movement and words ... Drama plays a great role in my photography." He has a collection of over 25,000 record albums of all kinds and credits his love of music with part of his success as a photographer. "Music is the secret to my being able to stay in the darkroom all these years," he revealed with a smile.

Shaw's Comedy "ARMS AND THE MAN" will be the Sophomore Parents' Weekend production of the Wellesley College Theatre, presented on Friday and Sunday April 25 & 27 at 8:00, and Saturday, April 26, at 7:30 in Alumnae Hall.

Lunchtime Theatre will present Chekov's "The Swan Song" April 29 & 30 from 12:40 to 1:20 in the Schneider Center Coffeehouse.

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(Editor's note: *Wellesley News* asked Stanford Calderwood, Visiting Professor of Economics, to review the college's financial situation much the way he might examine a corporation, and that corporation's position in its own industry group. His report follows.)

from Stanford Calderwood

A financial analyst looks at Wellesley

by Stanford Calderwood

The squeeze is on everyplace for our academic and cultural institutions.

At Wellesley College, the total cost for tuition plus board and room next year will be $5,100, up $500 or 10.8% from this year. This will bring the increase in the last 12 years from $2800 to $5100, a jump of 82%.

"The findings certainly don't erase the pressures, but they just might temper them."

And Wellesley obviously isn't alone. Around the country the average increase seen for next year will run fairly close to 10%. New York University, typically, is raising tuition next fall from $3,000 to $3,300. Smith College will move up 10.7%, Harvard up 10.8% and Vassar up 8.5%.

Some colleges have to play catch up. Four years ago Tulane guaranteed that tuition wouldn't rise more than $100 a year. That promise ends next Fall when the increase will be $400, or 15.3%. Other schools are finding that price elasticity does work. Duquesne University raised tuition last year and enrollment dropped 8%.

"We don't feel we can do it again and draw students," the college reports. And that's a good point. In the past five years, according to Forbes Magazine, more than 150 private colleges went out of business. They lacked either the endowment, the prestige or both to compete against subsidized competition from public institutions.

Other schools are taking some distasteful actions to stay alive.

At the University of Wisconsin, 88 tenured faculty were dropped, 100 at New York University, and 104 at Southern Illinois University. Faculty cuts will continue. President Donald F. Honig of Brown University has announced plans to cut faculty 16.6% over the next few years.

From Jackson, Tenn., *The Wall Street Journal* recently reported:

"For generations, Lambuth College here has existed amid broad lawns and sprawling trees, offering its students Shakespeare and Milton and lots of tradition.

"And now it offers Holiday Inns."

The *Journal* story went on to report how the Methodist college and motel chain teamed up to teach Lambuth students a trade — namely how to run a hotel, motel or a restaurant. In classrooms once reserved for poetry or Medieval history, Holiday executives are discussing such subjects as the rising cost of sheets and the growing problem of pilferage.

Lambuth's grubby solution to its deficit problem is a long, sad step from Woodrow Wilson's view "that what we should seek to impart in our colleges is not so much learning itself as the *spirit of learning*."

Fortunately, Wellesley College does not appear to be in the same desperate economic bind that drove Lambuth to substitute simple training programs for genuine higher education. The acceptance on any campus of routine corporate cram courses that properly should be handled on-the-job is a serious blow to quality.

And while Wellesley's situation can hardly be called desperate, most everyone connected with the college is feeling the pressure.

The student feels the pressure. Will what her family contribute, plus what she can earn this summer, plus possibly another bank loan or some student aid, add up to cover the increase? And even if it can, is it worth it? Should she transfer to a less expensive public institution — Northeastern or the University of Massachusetts?

The faculty feel the pressure. Despite increases that have been possible, is real income slipping? Will workloads be increased and quality suffer? How safe is tenure? Can they afford the education of their own children?

President Barbara Newell feels the pressure. She is really caught in the middle. Each of her too many constituencies — faculty, students, administrative staff, nonacademic employees, alumni, parents and trustees — all view the economic crunch differently. Ohio University's former president Claude Sowle, who feels being a university president is the most difficult job in the country, once said of his own constituencies: "Sometimes you imagine they're all behind you, but then you look around, and nobody's there."

Caught in the direct fire of these pressures, it is easy to overlook or ignore just how fortunate Wellesley is in the context of the total problem across the nation. Using the techniques of a security analyst and working with the published numbers, we would bet heavily on Wellesley College. The findings certainly don't erase the pressures, but they just might temper them.

TEN NATIONAL FOUR-YEAR COLLEGES -- SOME COMPARISONS

College	1973 Enrollment	Applications to openings Ratio	Operating Budget Millions	Budget per Student	Endowment Millions**	Endowment per Student	1974-75 Tuition & Fees	1974-75 Total Charges*	Student to Faculty Ratio
Yale	9,427	7:1	$144.8	$15,360	$550.0	$58,343	$3,650	$5,300	7:1
MIT	7,888	4:1	$221.2	$28,042	$440.9	$55,895	$3,472	$5,442	5:1
U of Chicago	7,496	4:1	$173.6	$23,159	$291.3	$38,860	$3,000	$4,690	7:1
Princeton	5,694	8:1	$ 86.0	$15,103	$532.7	$93,554	$3,500	$5,045	6:1
Vassar	2,398	4:1	$ 15.8	$6,588	$ 73.9	$30,817	$3,050	$4,400	11:1
Wesleyan U	2,155	6:1	$ 18.7	$8,709	$118.0	$54,756	$3,573	$5,173	9:1
Wellesley	1,963	5:1	$ 15.5	$7,896	$129.5	$65,970	$3,050	$4,650	11:1
Williams	1,901	9:1	$ 13.3	$6,838	$ 60.0	$31,562	$3,056	$4,626	12:1
Amherst	1,272	8:1	$ 12.7	$9,984	$ 59.0	$46,386	$3,425	$4,525	9:1
Swarthmore	1,180	6:1	$ 9.0	$7,627	$ 52.2	$44,237	$3,125	$4,550	8:1

*Tuition and fees plus average room and board.
**Market value June 1973. All have been cut in size by the 1973-74 Bear Market.

Source: Forbes Magazine September 15, 1974.

Wellesley — "a pretty good deal in private higher education"

The most serious problems colleges and universities face today stem from two major causes: first, the slowing and foreseeable reversal of the rapid growth rate in enrollment that marked the last two decades; and second, inflation.

Happily, Wellesley College appears to be well positioned to handle the shrinking supply of students — a problem that already has hit a lot of schools hard, and is sure to close many more in the years ahead.

Between 1952 and 1962, the number of college students doubled, then more than doubled again between 1962 and 1972. These increases, which made higher learning one of the great growth industries, resulted from a larger and larger percentage of each high school graduating class going on to college, plus the ever increasing population, fired especially by the baby boom of the 1950's.

To meet this demand, greatly increased facilities were rushed into being, faculty trained and money raised. Today there are more than 9.3 million students in nearly 3,000 institutions with spending over $32 billion.

"The basic price to each student has not risen as fast as the operating cost because the endowment and the current gifts are carrying a larger percentage share each year."

Now the wave is cresting. First, there is less pressure for everyone to go to college, and there is less interest among many young people. Only 43% of the nation's 18- and 19-year-olds were in college in 1973 vs. 50% as recently as 1969. Added to this is the inescapable fact that the absolute number of births in the U.S. is down about 25% from the numbers of the late 1950's.

Fortune magazine estimates in the Fall of 1974 that there were perhaps 150,000 college vacancies unfilled. *Forbes* estimates that from close to 100% of capacity, "our educational plant is probably running at only 94% of capacity." Because the freshman class of 1990 already has been born and counted, the experts feel the drop in enrollment from today's level will be between 2.5 and 3 million.

These raw numbers take on more meaning if translated the way President John R. Silber of Boston University did recently in an *Atlantic* article. The 150,000 students missing last Fall is the equivalent of closing 73 colleges the size of Wellesley. Three million fewer students in the 1990's would be equivalent to closing about 526 schools the size of Princeton with its 5,694 students.

What makes a shrinking supply of students so serious is that education, with most of its costs being fixed, is a highly leveraged business. Even a small drop from a break-even point can be extremely damaging.

Imagine that next Fall Wellesley should miss its enrollment target by only 5% — about 100 students. If the missing students were all in the category that pays full tuition and fee, the loss from the budget would be $510,000. About the only immediate saving that could be realized would be the cost of food.

Wellesley, at least for the next few years, appears to have several very important advantages in this shrinking supply situation. Wellesley didn't expand greatly, and it certainly didn't overexpand, during the last two decades when the nation's educational plant capacity generally has tripled. Wellesley still has one of the highest ratios of applications to openings in the country. And most important, Wellesley's reputation for quality will make it extremely competitive for whatever supply of students is available.

Last September *Forbes* showed a table of 30 of the best known private institutions for high education. Wellesley's applications-to-openings ratio of 5:1 was exceeded by only seven schools — Williams, Amherst, Princeton, Yale, Swathmore, Columbia and Wesleyan. Ranked with Wellesley were Harvard, Oberlin and Haverford.

The 23 schools with lower ratios than Wellesley included MIT, University of Chicago, Vassar, Rice, Kenyon and Reed. Some even had ratios of less than 2:1, including Northeastern, Brigham Young, University of Southern California and the University of Miami.

If Wellesley can hold its position in the top quartile of desirability as measured by the applications to openings ratio, it should be able to escape those disruptive pressures that the shrinking supply of students will bring. Wellesley shouldn't worry, at least for now, about the future as seen by one sharp-tongued critic, John Everett, president of New York City's New School For Social Research:

"And while it seems likely that Wellesley can compete and escape the fate of being turned into a retirement village, the pressures of inflation cannot be ignored."

"It (the higher educational system) is an overbuilt plant for however far you can see into the future. And I say you ought to start now to turn some of these country institutions into old folks' homes — total dormitory-type, retirement villages."

And while it seems likely Wellesley can compete and escape the fate of being turned into a retirement village, the pressures of inflation cannot be ignored. But here again when compared to other private colleges and universities, Wellesley is much better positioned than most to live with this problem.

When you think of inflation, it might be well to recall the writer, Emerson maybe, who said: "Events are in the saddle riding mankind." How else could explain the oil embargo and tripling of prices, the Russian wheat deal, the bad crop year, the bad anchovy year, a government paralyzed by the Watergate scandal, all the major economies of the world suddenly moving in unison for the first time and endless other inputs all coming in a short 36-month period.

Whatever picketing Brown University students may think, Brown authorities, along with all other university administrations, are pure victims of inflation. They have no control over it. About all they can do is weigh their particular situation in the face of rising costs and make the best judgments possible.

In Wellesley's case, as they meet the ravages of the worst inflation in 30 years, the college administrators can find some comfort in the fact that they are in better shape than most other colleges. This may not be easy in the context of the static raised by individual groups within the Wellesley community who may be generous enough to recognize the pervasiveness of inflation, but still persist in their parochial view that the sacrifices clearly needed should be made "not by us, but by them."

What are Wellesley's advantages?

1. Wellesley College's endowment on a per-student basis is one of the highest in the country. In June 1973, a point where comparative figures are available, it stood at $65,970 per student. That's more than twice the Williams per student figure of $31,562 or the Vassar figure of $30,817. Of the 30 private institutions in the *Forbes* review, only Princeton, with a per student figure of $93,554 and Harvard with a sum of $74,962, were in better shape. With the endowment carrying such a large percentage share of the total, it can only ease inflation's blow to the individual student and make the faculty that much more secure.

2. Unlike so many professional managed funds, Wellesley's endowment has come through the worst Bear Market since 1938 with portfolio performance comfortably above the median. For the two years ended June 30, 1974, the time-weighted return on the Wellesley portfolio was -17.3%. This is much better than the Common Fund's performance of -29.8% for the same period, or the performance of the College Retirement Equities Fund of -30.6%. The Common Fund manages endowments for about 256 institutions. CREF is the fund where most Wellesley faculty, plus the staff of about 3,000 other institutions, have their retirement funds. Wellesley is fortunate to have such competent portfolio managers.

3. Wellesley college focuses on undergraduates and has a budget that is virtually free of all the complications of government and other research contracts, not to mention the complications that expensive graduate schools bring to any budget. For example, compare MIT and Wellesley at the end of 1974. *Forbes* reports that the MIT total budget was $221.2 million or $28,042 per student. At Wellesley that year, the budget was $15.5 million or $7,896 per student.

MIT's much higher figure reflects not only a great many government and other research contracts, but a graduate school population that makes up nearly half the total. Whatever benefits the undergraduate student realized in this situation when the money was free and easy inherently works against him sharply when the squeeze is on. At Wellesley, by contrast, virtually every income dollar and every expense dollar is directly related to the undergraduate. Efficiency is much easier to achieve for the undergraduate.

"In Wellesley's case, as they meet the ravages of the worst inflation in 30 years, the college administrators can find some comfort in the fact that they are in better shape than most other colleges."

The advantage of the large contribution made each year by income from the endowment, plus Wellesley's ability to raise gift money each year for current expenses, is reflected in the fact that students who pay full tuition plus board and room are paying only about 53% of the actual cost.

At Wellesley, where about 35% of the students get financial help, this means one in three students probably is paying less than half the actual cost of the education she is offered.

This is not the type of bargain found in the commercial world. Even with their desperation rebates in February to move inventories, the automobile companies were not selling cars at 53% or their out-of-pocket cost to manufacture the product.

In the 10 years ending this June, tuition/board & room increases have almost exactly matched the changes in the GNP deflator. In the early years of the decade just ending, inflation often ran ahead of the increases by Wellesley college, but for the full decade, the GNP deflator is up 64% and the combined tuition plus board and room up 64%.

The operating cost per student for this same 10-year period was up 78%. This greater increase reflects the fact that the very components that dominate the College's budget — services, food, energy — have all risen much faster than the CPI over the last few years. Also, we suspect, there has been a higher quality product.

Again, the reason the basic price to each student has not risen as fast as the operating cost is because the endowment and the current gifts are carrying a larger percentage share each year. In 1966, the basic combined price represented 59.2% of the cost while this year it represents only 54.3%. This is a trend found in very few colleges.

Whether next year's increase of 10.7% for the combined cost will lead or trail inflation remains to be seen.

Space doesn't permit a review here of the many other ratios we ran to test Wellesley's financial efficiency in the context of the rest of the academic world. Let us summarize by saying we found no signals nor trends that worried us. In general, the findings reported here, plus the others we studied, convinced us that a Wellesley student would be hard pressed to find a better deal within the private sector of higher education.

Obviously, if a student is willing to risk a lower quality education, risk less prestige on the job market, there are a many good public institutions where the student pays much less. This is not necessarily because the administrations of public colleges and universities are more efficient — it is simply that the taxpayers are carrying a larger share of the cost.

This problem of cost efficiencies in the public institutions vs. the independent ones is examined in detail by President John Silber of Boston University in his article in the May issue of *Atlantic Monthly*. Silber's extreme example is citing Massachusetts for spending $43,160 per year to educate a medical student at the University of Massachusetts — a figure that is four times the cost in any of the state's three private medical schools.

Cost aside, the fact remains that students pay half or less to attend the big public institutions. Weighing the value of Wellesley's enrollment of about 2,000 vs Penn State's 65,000, or Wellesley's 11 to 1 student to faculty ratio versus Wisconsin's 20 to 1 is not our task in this article.

Hopefully, the drop in the inflation rate we have seen the past few months will continue and inflation will return to a historically reasonable rate. If inflation is reduced from being a major problem to its old status of a mild, continuing problem, then Wellesley's outlook should improve. The major problem of a shrinking student supply is not going to go away, and in that situation Wellesley now appears to stand a very good chance of succeeding.

GOVERNMENT

Budget without food

by Babette Pettersen '78

The main issue discussed in Senate on April 21 was the budget. A disagreement occurred when Susan Challenger, Bursar, announced that SOFC wanted the request for food money for the Sports Association to be reconsidered. Challenger stated that "the purpose of financial legislation is to maximize the $50 student activity fee." Even by raising the fee, SOFC would only be able to operate the finances on last year's budget.

Last year, $23,000 was available for SOFC to work with. This year, the amount has been reduced to $11,000, necessitating a 5% cut in financing campus organizations. Because of this, SOFC decided that unless an organization could "not survive" without food, they would not be granted money for it. Said Challenger: "we cannot afford luxuries any more."

The Sports Association issue was voted on, and their request was approved.

VERY SMALL GRANTS PROGRAM

The Center for Research on Women at Wellesley College has announced a very small grants program for persons doing research on women. Ten to twenty grants in the $500 to $1000 range are available to researchers with no institutional affiliation that provides access to research funding. Grants may be used for travel, manuscript typing, translation, coding, etc. They are not for salary support. Persons interested should write for applications to the Center for Research on Women, Cheever House, Wellesley College, 828 Washington Street, Wellesley, Massachusetts 02181.

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GAMES: including volleyball, kite-flying and finger painting.
AND MOVIES: cartoons, W.C. FIELDS, and a horror film festival will run continuously.

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Library Letter, con't

Continued from page 2

senior who has hinged her head many a time on the library walls while seeking a "borrowed" book, I don't think it unreasonable to propose that a student guard be placed at the front door to check outgoing books. No one's honor would be violated, and many precious books might be salvaged. In a time of great economic pressure, with the price of books being what they are, the need for protection against theft is imperative. There is still plenty of time to alter this policy for next year: let's be realistic and acknowledge the problem for what it is now.

by Anne Barrett '75

Hunger con't

Continued from page 3

Negative

on Americans tantamount to tyranny. This imposition is even greater when considered against the background of policies of some of the most needy nations. For example, India, despite starvation of her people, cut the agricultural portion of the national budget. At the same time a nuclear bomb was developed by that country. There is no need to impose upon Americans when the governments of other countries will not look after the needs of their own citizens.

Affirmative

dicates that food is the block to the solution of the population problem. In order to insure that these countries will not become totally dependent on the U.S., a plan should include monetary incentives for development.

Attempts to solve this problem through a worldwide effort will ultimately fail due to the political objectives of individual countries. The recent world food conference in Rome showed that a few countries were shamed into making conciliatory contributions to the food problem, but as the facts show, this effort cannot begin to solve the starvation of 700 million. All the complexities of international development pale before the stark, clear fact that the people in the hungry nations must eat before they can develop.

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AIESEC aids communication

by Laura Becker '77

On April 11-13, fifty delegates from fifteen universities throughout the Northeastern U.S. attended a regional AIESEC conference held at Wellesley. The program included both large sessions and smaller help groups, a cocktail party, films, etc. . .

AIESEC is a French acronym best translated as the International Association of Students of Business and Economics. The organization is represented in fifty-four nations. AIESEC's goals are the promotion of international understanding and cooperation, the aiding in the social and economic advancement of developing countries, the increase of social responsiveness to business, and the increase of communication between students and businesspeople.

Three of the 45 existing chapters are in Boston at Boston University, Harvard and Wellesley. AIESEC was founded in France at the end of World War Two. The US chapter was founded in the late fifties. Until two years ago, Wellesley and Harvard functioned as a joint chapter.

Chapter members convocate.

Wellesley is now a separate unit.

Local chapters do their best to secure jobs for foreign interns by soliciting companies throughout the first semester. In addition, social gatherings, special lectures, and academic courses are offered. If a company does agree to take an a foreign intern, specifications for nationality, age, education, experience, etc., are set forth. In March, world-wide company preference sheets are placed in a computer along with student applications. Those students whose qualifications match those of a company are then notified.

Internships can last anywhere from six weeks to eighteen months. An intern must pay his transportation, but room and board is covered by a weekly or monthly stipend. Denise Condon, Allyn Christopher, and Margaret Hart are the Wellesley students who have worked as AIESEC interns. This coming summer, Kathy Pluss will be in Kyoto, Japan and Laura Becker will be in Lyon, France under the internship program.

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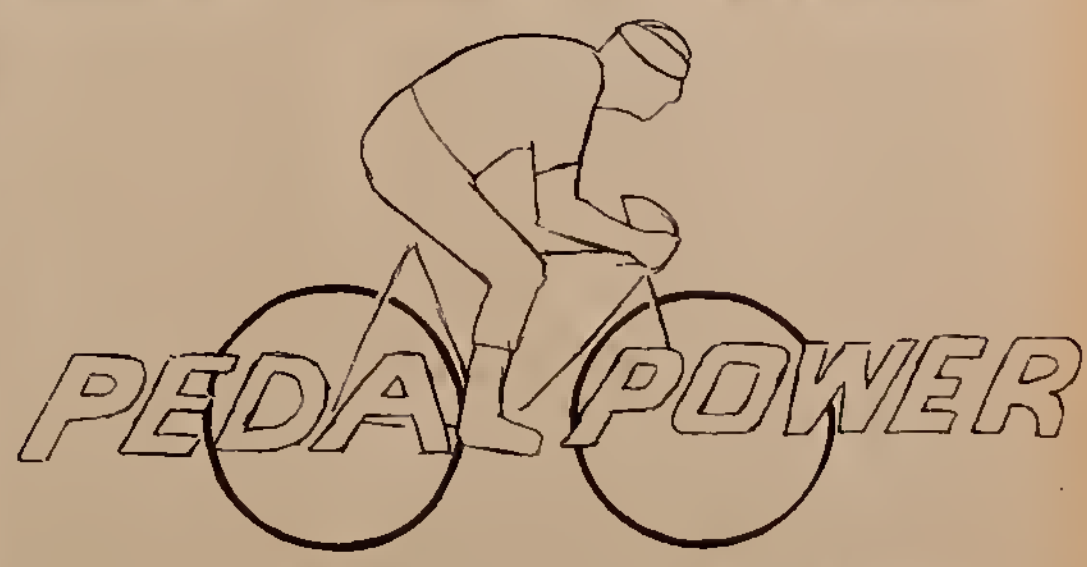

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AIAW fights to keep women's athletics Untainted by political, financial hassles

Editor's Note: *Sue Tendy is an instructor in the Department of Physical Education and Wellesley's voting representative to AIAW, of which Wellesley is a member of recent years. She has graciously consented to tell the story of the phenomenal growth in women's athletics as reflected in AIAW's growth to meet the needs for administration that were created.*

by Sue Tendy

Five years have passed since the Association for Intercollegiate Athletics for Women (AIAW) was formed. Enough has happened in those short five years to make a modern day Rip Van Winkle shudder at the changes seen in that organization and in women's athletics in general.

The catalyst for this sudden metamorphosis has been equalizing the Educational Amendments Act of 1972. With the growing opportunities for women athletes, the AIAW now has assumed the role of legislator over her member institutions. The sudden increase in finances available directly to women in the form of athletic scholarships and the recruitment of future recipients of these funds is causing some of the old guard executive officers of the AIAW to stand firm over the newer, younger breed of coaches and former athletes who want the most for their long deserved organization whose philosophy formerly was totally wrong for women.

So now we have the AIAW placing a limit on the number of scholarships allotted to each team at each school, the amount of money allowed each student athlete, the contact a prospective freshman can have with her future college, etc. Still a strong mother image for her member schools, women's sports by a men's organization.

The highlight of this encounter was a tense question-answer session with an NCAA representative facing the 500 or so angry women in the audience. When someone from a large metropolitan New York college asked, "What plans does the NCAA have for small women's colleges such as Wellesley," the young man stated that they had none, and made the fatal mistake of asking if Wellesley was a school

AIAW vs NCAA: Do we need either?

money. But in order to more fully understand the nature of this problem, we need to go back to the original ideas and ideals hoped for by the AIAW.

Long ago, in 1971, the AIAW was formed by a strong group of women physical educators who felt that women's intercollegiate athletics needed an organization to serve its athletes on a national scale. The governing body for men's athletics, the NCAA, was riddled with too many rules, regulations and political and financial hassles to bother with. A women's organization would formulate basic guidelines in order to standardize the base of operations on which each college competed. It was all very simple then: if you were a coach you had a rule book for that sport and you had to be sure that all of your players did indeed attend your school. These women, athletes and coaches alike, were dedicated, talented, sound of mind (though practicing sometimes three to four hours a day raised some doubts) and healthy of body. It was a glorious time in which the true olympic spirit ran free.

About the time those free spirits hit their peak, someone noticed that a section called Title IX of this "Equal Rights Act" of 1972 said that women were entitled to as much as their male counterparts on the playing fields. "That's O.K.," said AIAW, "we don't want it, thank you." They were unable to convince a few women tennis players at the University of Miami of this, who won their lawsuit against the AIAW, calling its laws discriminatory.

That's when it all started. Rumors flew and meetings were held, the outcome of which was the lifting of the ban on scholarships for women athletes. Since very few schools were about to give money to women athletes anyway, AIAW's reaction was a little slow. Basic rules were reestablished. The women looked to their athletic directors for guidance.

The athletic directors, in most cases men, and very familiar with the NCAA, answered along those lines. The ensuing structure had come to resemble that of an

the AIAW was looked to for guidance and her regulations accepted readily in order to "keep the other person from cheating." Women again came to respect the AIAW as the leading organization controlling women's athletics.

At about this time, Wellesley College entered the scene as a member of AIAW, hoping to have a voice in forming any new legislation, making sure that the small colleges would not get lost in the rush, and most important, making two of her students eligible to participate in the National Swimming Championships for college women.

At the AIAW National Delegate Assembly in Houston, Texas during January, the AIAW was given a supreme jolt by the announcement of the NCAA that it would begin sponsoring three national championships for women each year until approximately ten were offered within the next three years. This bombshell caused widespread reaction from both the women and their male counterparts attending the NCAA Assembly that same weekend in Washington, D.C. Violent objections were raised to even hint a takeover of

in this country. His remark was met with loud but polite booing. The voting representative from Wellesley, Sue Tendy, felt then that it was worth the $150 membership fee for Wellesley's brief moment of recognition and support, later recounted in a Sports Illustrated story. The NCAA proposal was tabled until further discussion on both sides was possible. A surprise victory for the AIAW.

Now that women's athletics seems to be going down the route the way 'the men do it,' this most recent confrontation with the NCAA has put some women rethinking as to where we, as women, are going. One AIAW member, among many, is quick to reaffirm that "The focus of intercollegiate athletics should remain on individual participants in their primary roles as college students," for example. A very serious move is underway that could possibly change the whole structure of both women's and men's athletics. An idealistic scheme originally conceived by Ms. Cal Papatasos of Queens College has already been verbalized to voting representatives at the recent Eastern Regional Assembly of the AIAW (EAIAW). Ms. Papatasos sees the possibility of an alternative governing structure for the AIAW which might become a model for other organizations. Such a program could very possibly have no rules other than those set up by the executive officers of each institution. These people, the presidents, trustees, etc. are the ones who she feels are best prepared to determine where their priorities lie, and how much financial backing, if any, will be given to their own institution for athletics. And if a school does not feel their present opponents are playing the game properly, they can decline an invitation to play them in the future.

The bullseye is a long way off for beginning archer Betsy Franklin '76, who's learning her bows and arrows in physical education class on Tuesdays and Thursdays. photo by Sasha Norkin '75

Sports Association Gets money for food

by Mary Young '76

Senate made an exception to SOFC's financial regulations last Monday night in unanimously granting the Sports Association a $159 reallocation of SOFC funds to pay for food. The reallocation was made after the S.A. budget had already been clipped by $152, a 5% cut faced by all SOFC organizations.

The move broke the recently strictly-observed rule that no food be included in any organization's budget except for "ritual observances," since money is always so tight.

"For us, it was a matter of priorities," said Sheila Brown, S.A. faculty advisor. The reallocation affects primarily highly-skilled athletes whose skill level necessitates overnight travel in order to compete, Ms. Brown said, notably tennis and squash players, and swimmers.

The $159 sum had been cut by SOFC in addition to the 5% cut and the paring of new requests for the coming year, totalling over $200. S.A. made the cut in its budget by eliminating $125 for uniforms, $80 for an outrigger and $127 for food and lodging. S.A. then recommended, against SOFC rules, that the entire $159 be reallocated for food, and the motion was passed in Senate.

That the move made S.A. an exception to the rule was not unnoticed by some. Susan Challenger '76, Student Bursar, called the measure "clearly in violation of financial legislation." S.A. representatives also attended the Senate meeting this Monday night, where it was expected that Ms. Challenger would call for a clarification of the rules and perhaps ask that the Senate vote be rescinded.

"We are very concerned about one of the inconsistencies in the financial legislation regarding this issue," countered Darcy Holland, S.A.'s other faculty advisor, "namely, why aren't all organizations given equal amount per individual per night for lodging? We fear that perhaps some organizations may receive enough lodging money to feed them as well!"

The reallocation breaks down into $5 a night for lodging and $3 a day for food, as opposed to $6 and $4, respectively, previously requested for next year.

"Senate thought we should have it," said Ms. Brown, who attended the Senate meeting with Ms. Holland, and Kate Riepe '76, president, Donna Drvaric '77, vice-president and Barbara Cray '76, treasurer, of S.A. "It was most encouraging. Senate was supportive of S.A.," Ms. Brown added.

Lacrosse cops First-game win

by Patty Ido '78

The Wellesley College varsity lacrosse team defeated Boston University 7-5 in their first game of the season.

Wellesley's seven goals were evenly spaced through the game. Lisa Greene '77, playing second home, displayed her quickness by scoring four of the goals.

Debbie Allen '77, co-captain, made two goals and Shelby Riddle '76, scored once. The mainstay of the defense, according to Shelby, was Carol Charpie '77, co-captain, at coverpoint.

Jean Jones '77, played well at goalie, making lots of saves. She is regularly not the goalkeeper, but gave it a try in this game. An injury in the first practice game kept her out of her normal position.

At the end of the first half, Wellesley led by one goal. B.U. came out stronger in the second half after changing positions. However, Wellesley held them off and won the game by two points.

Most of the Wellesley team played on the B.U. Astro-turf for the first time. "A very fast game," said Debbie Allen. The ball bounces as if on a gym floor. "And you didn't need cleats," added Shelby Riddle.

Crew bracing for 1500 meters

Three formidable varsity eights will form Wellesley's opposition Saturday as the intercollegiate crew team rows in the Greater Boston 1500-meter race.

The race, scheduled to begin at 10:45 a.m. from the M.I.T. sailing pavilion near the Harvard Bridge, will include nationally-known Radcliffe and M.I.T. and B.U. The race will end upstream below the B.U. boathouse.

"It's going to be a tough race," said captain Peggy O'Neal '76, a veteran of three years of Wellesley crew, alluding to the long distance. "We can't row more than 1000 meters on the lake without having to turn around." Hopefully, Ms. O'Neal added, the finish will be close between second and third for Wellesley, with Radcliffe expected to win easily.

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B.U. surprises, Wellesley wins

by Debra S. Knopman '75

A moral(e) play in two sets

SET I: Strangers on the tennis court

"Who are they?" I asked.

"B.U." a teammate answered.

"What? I thought that match was cancelled ... anyway it was supposed to be in Boston ... yesterday."

We had all come down to the Oval Courts expecting that day would be "just another practice," as Mo Connally would have said had she been in a similar predicament.

But ... would we have to play them? The question hung in our minds like a crane over Sage.

In our meager totality, the Wellesley team presented a picture of puzzled youth. I was twirling my racquet impatiently, someone else was adjusting the strings on her racquet, and another was hopping nervously in place.

Just then, a tough-looking woman in a baby-blue warm-up suit, shades, Treterns, and a shag strutted over to us.

"It's written right on our coach's calendar — 'Wellesley, April sixteenth, four o'clock.' You must've gotten it wrong."

Who could argue with that? We began to phase into the competitive mood. Racquet covers came off, and the few of us there tried to act like a team. (Wellesley's commitment to non-uniformed athletes made the image a difficult one to project, and B.U. was duly unimpressed.)

"Well, um, look ... we might as well play." Coach Darcy Holland was distressed. Those specials cans of new tennis balls were not to be used casually.

Nevertheless, she zoomed off in her Capri to get them from Mary Hem.

SET II: B.U. mobilizes, Wellesley responds

The woman responsible for B.U.'s actions screeched with all the authority of a prison warden. "Awright girls, everybody out. Let's go. We're playing Them. Come on. Let's go. A little hussle." Five or six women rolled out of five or six cars parked by the courts. The one wearing the Mickey Mouse sweatshirt was particularly bored, but somehow mustered the interest in tennis to ask one of our team, "Do you know Edna Greentree? We went to camp together." The fearless leader quickly reprimanded her, to the effect that this was a tennis match, not a social hour. To affirm that sense of purpose, she rallied her team into a huddle. (For a moment, I thought they might be good.)

Meanwhile, the Wellesley team was mounting its forces, with players straggling in from the bushes, the parking lot, and the sandy shores of Lake Waban. We warmed up with B.U.'s worn out, once green, now bald, feather weight, and possibly "tennis" — balls. One half of our second doubles had yet to show (reportedly seen in class earlier in the day) and second singles simply did not exist. An innocent woman from the Quad, just out for a good time, was instantly recruited. (This was a team? How provincial!)

As soon as the fresh tennis balls arrived, the match went on. Jean Ahlborg joined Heidie Mickelson in second doubles. Maureen Sullivan and Beth Stewart played third doubles, and Luci Brown and I played first doubles. Singles were played by Denise Sleem and Judith White.

Well, we won, kind of. The unofficial score was 4 to 1. Most of the matches were stopped early for dinner — peppermint fudge pie probably.

Four sophomore crews will race tomorrow at 3 in the Sophomore Parents' Day race to determine the top sophomore boat for class competition on May 2. Parents are invited to go out and row after the race.

Helmswomen triumph at M.I.T.

by Sally Newman '76

This weekend's regattas were characterized by an overabundance of wind. The sailing team was signed up to sail in the CCT Invitational at M.I.T. on Saturday and the President's Trophy at B.U. on Sunday.

The CCT, a type of sloop, regatta was an experimental one because spinnakers, those colorful, balloon-like sails flying out in front of the boats, were allowed.

Unfortunately, the wind was blowing very hard, 15-25 m.p.h. with gusts up to 30, and we did not use the sail very often.

Wellesley, M.I.T., U.R.I. and Simmons sailed under cloudy, rainy skies. The waterlogged crew from Wellesley included Megan Ancker '75, Jane Koenitzer '78 and Sally Newman '76, skipper. We were all quite unfamiliar with the boats, and everyone's finishes were inconsistent. Ours were 3-1-4-1, tying with M.I.T. for first place. Since we had two firsts to M.I.T.'s one, we won the tiebreaker.

Unfortunately, the wind was too strong on Sunday. By mutual consent of the five schools attending the BU regatta, it was cancelled. We still managed to talk to friends from other schools about the upcoming regatta next week. This is the Jerry Reed Trophy at Yale, the eliminations for the Women's Nationals. The top three schools coming out of this regatta will sail in the Nationals during June.

Don't wait ...

Wellesley College students wishing to use the college's tennis courts should not be afraid to ask non-college personnel for ID's, the physical education department announced this week. Students and all other members of the College community have priority for use of these facilities and need not wait to use a court occupied by outsiders.

If any question or problem arises over use of courts, the department advises that students call security, who have always helped promptly.

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